



USAID
FROM THE AMERICAN PEOPLE



What's the Story?

OVC Partner's Meeting
May 2006

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Background

Caring Communities Project

DramAidE established in 1992 at UZ and UKZN

Provides information, communication and education campaigns for:

- prevention of infection with HIV/AIDS
- care and support for those infected and affected.

In 2004/5 CCP project established to:

- support OVCs in rural communities in KZN
- *Owakho Owami*- 'Your child is my child' project

Owakho Owami Meeting



PEPFAR Objectives

***Owakho Owami* ‘Your child is my child’:**

In partnerships with NGOs, CBOs and FBOs our services include:

- Visits to OVCs
- Assistance to access education
- Assistance to access health care
- Psychosocial support
- Access to services to protect children from abuse
- Provision of food or nutritional supplements



Lessons learned

- The word 'orphans' stigmatises and there are other children at risk
- OVCs is a more useful term
- Family and households are central to best interests of children
- Extended families are over- extended in many rural areas in KZN

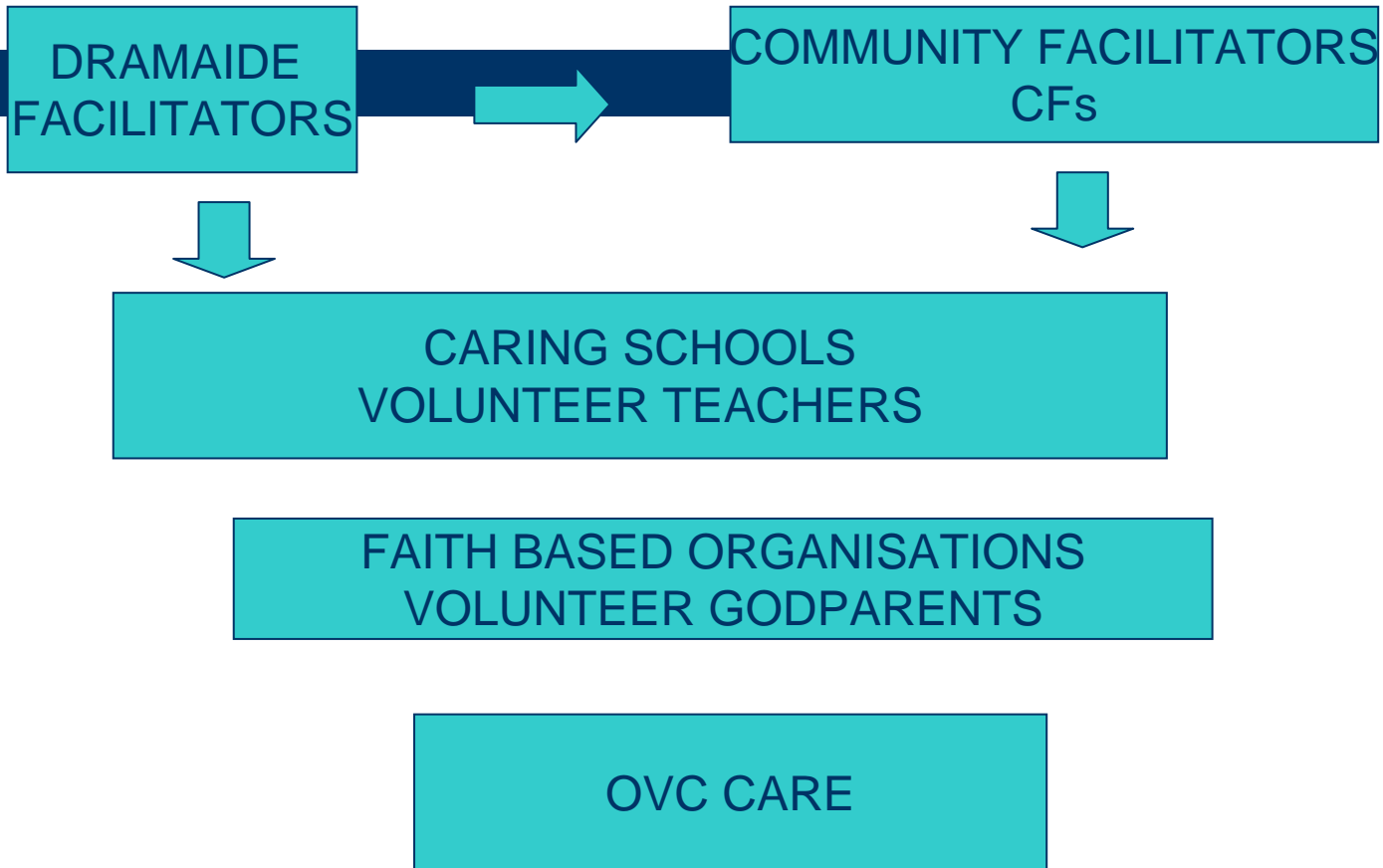
Lessons learned cont:

- Basic needs for food, shelter, protection, education are a priority
- Vulnerable children have multiple related needs – intellectual, emotional and spiritual
- Psychosocial support aims to meet these needs
- Schools, faith-based organisations (FBOs), NGOs, CBOs and government agencies are key partners.

Lessons learned cont:

- Ideals expressed in SA Constitution not yet absorbed into many cultural practices
- More awareness and understanding of human rights, women's rights and children's rights and responsibilities
- In a secular society it is a mistake to shy away from imparting cultural and religious values
- Tolerance-respect–admiration for other values that are not in conflict with the constitution.

- Structure from lessons learned



Building Caring Schools

Psycho – teachers identify children at risk (profiling)

- Sensitive to their needs – recognise abuse, trauma,
- Talk to children about their problems – find solutions

Social – School has appropriate policies

- OVCs not stigmatised
- Youth clubs for all children
- Assistance with uniforms, homework, taking part in games and outings

Support – life skills, planning a future, gardening projects, income generating projects.

Youth Clubs run projects



‘God-parenting’ adapted

Work with FBOs linked to schools

- Aim is to mobilise volunteers who will take an interest in the wellbeing of a child or children and their families:
- Interest is in the physical, intellectual, emotional and spiritual wellbeing of the child
- Volunteers will not be foster parents but will do what they can to help

Circles of Support

- The vision is to build circles of support
- The closest circle would be church members and people who live in the same community as vulnerable children and their families – they may visit specific families and children
- Second circle will be people from the local school, local businesses, farmers etc
- Third circle will be friends from faraway who might contribute resources but would still like contact with the families they support.

Playing games



Stories are fun and educational

- A parent's care: feeding, washing, sleeping, teaching new things –talking, playing and storytelling linked to all these activities
- The role of proverbs and stories- this is where cultural values are embedded
- Children telling their own stories of courage, hope, dreams and abuse is therapeutic and builds self-efficacy.

The use of stories

A child's own story:

- Provides information about strengths and needs (research)
- Builds self-efficacy, confidence, coping skills and resilience (emotional intelligence)
- Is the foundation of further expression through drama, role-plays, memorial quilt panels and community radio programmes.

A Play about the Virus



Folk Stories and Sacred Stories

- These are the stories that families tell their children that carry the values of the culture
- Proverbs and maxims express values about discipline, respect, a mother's love, father's protection, patience etc.
- E.g. 'Spare the rod and spoil the child'
- Parables express Christian values as do sacred stories in other religions.

Children listen to a story



The Moral of the Story

- Parents interpret stories for children and thus teach values
- Role of 'Godparents' and teachers is to listen to stories and tell stories
- Reading stories is linked to early development of literacy
- Community radio programmes play a key role as storytellers especially in rural communities.
- In 21stC it is important for parents and teachers to interpret mass media for children
- EE uses media for entertainment and education.

Proverbs and Maxims

- “You may have tangible wealth untold. Caskets of jewels and coffers of gold. Richer than I - you can never be – I had a mother who read to me.”

English Proverbs and Maxims

- *Umthente uhlaba usamile*

(Instil values while the child is still young)

Zulu proverb – literally the grass is sharp when its young

Proverbs and maxims cont:

- *Intandane inhle umakhothwa ngunina*
A good child respects its mother
Children who are respectful will be cared for
- *Libunjwa liseva*
Bend the tree while it is still young
- *Usana olungakhaliyo lufel' embelekweni*
A baby that does not cry out, dies on its mother's back. (If you don't complain, nothing will happen and the problem will persist).

DramAidE Approach

- Psychosocial support is integrated
- Home visits and workshops aim to meet multiple needs
- Workshops include storytelling, playmaking, role-plays, music and dance, posters (action media). Underpinned by theories of play therapy, group learning, problem solving, self and group efficacy.
- Themes are reducing stigma, rights, sex, sexuality, prevention of infection with HIV, abuse - referral,
- Memory work : AIDS memorial quilt panels, memory boxes, scrap books –coping with grief

Reach/depth model

A feedback system between on-the-ground interactive, participatory activities – depth/direct component – integrated psychosocial support

- Telling stories to children (home visits, school, church)
- Listening to children telling their stories
- Workshops with OVCs – making action media

Stories aired through community radio (indirect with wide reach)

Reach/Depth Model



Outputs

- Participatory training materials developed
- DramAidE provides regular workshops to train CFs
- CFs visit families in need and children at risk
- CFs run workshops with OVCs in churches and in schools
- OVCs are encouraged to tell their own stories and dramatise them
- Some stories are used in community radio phone-in programmes
- Needy children are referred to service providers and partner agencies as necessary

Outcomes

Independent Evaluation

- Community participants reported project was extremely helpful
- Knowledge and self esteem had improved among the OVC
- OVCs found telling their stories and having them broadcast on radio deeply empowering
- OVC felt less stigmatized and more able to discuss their situation, to access grants and to protect themselves
- Teachers and parents felt positive about child help forums.

Additional component

- Develop income generating projects
- In addition to gardening, bead work and sewing consider developing cultural arts for tourism and education
- Histories of areas, folk stories, drawings and paintings of indigenous flora and fauna, growing indigenous herbs and marketing soaps, cosmetics etc.
- Godparents to play a role in overseas marketing.

A craft workshop



Donors

- Presentation is a combination of two projects for OVCs funded by JHHESA through USAID PEPFAR funds.
- The project that meets the direct needs of OVCs will receive funding from September 2006.
- We are seeking funding for the Caring Communities Project that includes Godparenting, Caring Schools and Income generation – only funded until 31 August 2006.

THANK YOU TO OUR DONORS